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## SUBSTITUTES FOR LATIN AND GREEK IN ADMISSION REQUIREMENTS.

When we are told that a young collegian has made a broad jump of twenty-two feet, we know that the conditions under which he made the jump are practically the same, whether he is from the North, the South, the East, the West, or some intermediate point of the compass. But, when we are told that the same young fellow has taken his bachelor of arts, bachelor of science, or his doctor of philosophy degree from some institution, then we cannot generalize as to what he has learned, or has had a chance to learn. The degree may be a help or a hindrance; it may indicate scholarship, or it may not; it may be a badge of honor, or a mark of infamy. We can tell nothing at all about it, until we look into the particular case, and see what it represents.

All this, simply because a degree at one place is not the same thing as a degree at another. We would clearly enunciate the proposition that the same degree should represent the same amount of preparation for college and the same amount of work in college; that it should indicate a like amount of culture, study, and thought. In other words, when you hear it stated that a man has a bachelor of arts or a bachelor of science degree, you ought to know just what he has had a chance to learn, at least in a broad sense; that the required work for this degree should be the same in a Tennessee college as in a Massachusetts college. We hear so much said about "varying conditions and environments," and a weak degree justified on the plea that "our surroundings require us to do this." I have no patience with the argument; it is not a necessity that a school dub a man bachelor of arts or bachelor of science, and it should not do so, unless it can give him a worthy one.

I should be glad indeed to have this association say that, if an institution cannot give a degree based upon certain conditions, it will not place that institution upon a par with schools that give a degree representing more culture, more thought, and more length and breadth and depth of scholarship. Just say frankly that, if a college cannot give as good a degree as this association thinks it ought to give, it will not be recognized by the association. Enter in your own class.

I have wondered many times at the conception some of our southern colleges seem to have of the whole degree business. In many

places the giving of degrees amounts almost to a fad. Almost every one-horse-power college thinks itself prepared to give a bachelor of arts degree, and if a bachelor of arts degree, still more a bachelor of science degree. The whole subject seems shrouded in mystery. Only last July, here on the mountain, a graduate of an institution which has graduated more pupils than any other in the United States, in discussing the doctor of philosophy degree, gravely argued that a small college could give as good a doctor of philosophy degree as any university in the land; that no college had so meager an equipment that it could not afford to buy Plato, Aristotle, and all of the great philosophers, and that with these books a pupil could be given as good a doctor of philosophy degree as possible. The wise reasoner has attached to the name A.B., A.M., LL.D., M.D., Ph.D. But we are not dealing with colleges of that type, but with those that really have it in their power to do good work and to direct educational thought.

The vagueness of thought with regard to the bachelor of science degree is well illustrated by an incident that occurred a few years ago. It took place in a church school in the state of Missouri, a collegiate institute, whatever that may be. The president was a bachelor of philosophy from a small college. He stamped his initials on his stationery in three capital letters, punctuating them as if each of the three were an abbreviation. Just before commencement this distinguished gentleman called one of his teachers to his office and asked whether he thought a certain boy who had studied bookkeeping for one year, had had a year in physics, one in German, and one in geometry should have a bachelor of arts or a bachelor of science degree. The teacher insisted that he should not have anything awarded him, but the president conferred a bachelor of science degree upon him. This is not much worse than the view held by many of our southern colleges today. The bachelor of science degree seems to be considered as something intended to reward the efforts of the poorer students, or of those who do not care for a bachelor of arts degree. Where the meagerness of material equipment and the consequent lack of teaching force renders it impossible for the college to give one well-defined bachelor's degree, it certainly ought not to attempt to give two.

Coming down more specifically to the bachelor of science degree, let us see what preparation is required before the matriculate can enter upon the work leading to a reputable bachelor of science degree, and then let us see what he has to do before he can win the degree. Then let us contrast that course with what we find usually given in the South. Take the bachelor of science of the University of Chicago.

First, for admission : credits are reckoned in units, fifteen units being necessary. The recommended grouping is as follows :

Cæsar and elementary prose	-	-	-	-	2 units
Virgil, Cicero and advanced prose	-	-	-	-	2 units
Greek and Roman history	-	-	-	-	1 unit
Algebra to quadratics, algebra through quadratics, plane geometry, solid geometry	-	-	-	-	3 units
English	-	-	-	-	2 units
French and German, or French or German	-	-	-	-	3 units
Physics	-	-	-	-	1 unit
Other science	-	-	-	-	1 unit

As I said, this is the grouping recommended, but as the student is likely to follow the line of least resistance, when he has a chance to do so, there is also a required grouping, which prevents him from being too much able to take "snaps." This is the required grouping : history, physics, and one other science, 1 unit each ; mathematics,  $2\frac{1}{2}$  units ; and English and Latin, 2 units each, making a total of  $9\frac{1}{2}$  units, the other  $5\frac{1}{2}$  units being taken from certain lists prescribed. They are called elective, but the election is so much restricted as to show the poor fellow right at the start that election doesn't really elect after all.

Now that he has entered upon the bachelor of science course, let's see what he has to do to carry it : The work of the first two years is in what is called the junior colleges. The amount of work required in any junior college is eighteen majors, besides elocution and physical culture. The major is the unit of work, and consists of twelve weeks' work, five days a week. The junior college of science (leading to degree of bachelor of science):

French or German	-	-	3 majors	Public speaking, two hours a week
English	-	-	3 majors	during two quarters.
Mathematics	-	-	3 majors	Physical Culture, four half-hours a
Science	-	-	6 majors	week.
Elective	-	-	3 majors	

*The Work of the Senior Colleges.*—The last two years leading to the degree of bachelor of science are spent in the senior colleges. The amount of work required in any senior college is eighteen majors. This work is elective, within certain limits, limits so narrow as once more to satisfy the student that election does not elect. The man who gets a bachelor of science degree in this way leaves college with a profound respect for the degree.

I have carefully examined the catalogue of every southern college of any prominence, and find that we have no requirements for entrance and none for work in course that compare at all favorably with those

given. I find, too, that many schools in the East have requirements as strong. Many of our schools have no language save English required for entrance upon the bachelor of science course, and few require more than one language in course. In two or three cases those with the weakest requirements for entrance, and poorest course of study, give a doctor of philosophy degree.

Two of the best bachelor of science courses are those of Vanderbilt and Trinity. Vanderbilt at present requires preparation in algebra through quadratics, plane and solid geometry, English, United States history, geography, and a modern language. It proposes to add in 1903 one science, and either elementary Latin, a second science, a second modern language, or a second history.

Trinity has no bachelor of science degree, but has a bachelor of arts degree, with a scientific bias. It requires for entrance, American and general history, algebra through quadratics, four books of Cæsar, four of Cicero's *Orations*, six books of Virgil, and four books of the *Anabasis*, or one year of French or German. The course is one of four years, the required studies being mathematics, Latin, English, Greek, German, or French, history, physics, biology, and chemistry. It seems to me that Trinity has a magnificent opportunity for doing undergraduate work of high grade, with her liberal endowment of three-quarters of a million dollars, her faculty of twenty men, and with fewer than two hundred students. May she have the wisdom to confine herself to this work.

These are two of the most comprehensive courses offered, but they are sadly inferior to those of the East. I am sure than one cause of this is our squandering of our energy upon graduate work, when we should be trying to give our men decent undergraduate courses.

The remedy is a simple one. Let us insist on more exacting requirements for entrance, making the bachelor of science course a distinctive one. Let us abandon the idea that it is a solace given to poor students, and make it really stand for something.

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